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ABSTRACT

Using the California Achievement Test, Survey of Study Habits and Attitudes, and Tennessee Self Concept Scale, 210 high- and low-achieving migrant Spanish-surnamed students in grades seven, nine, and eleven from 2 Oklahoma and 4 Texas school districts were tested for achievement and grade level differences in study habits, study attitudes, and self concepts. Data were also analyzed by gender. High-achieving students as a group and by gender were found to have higher study habits, study attitudes, and self concepts; by grade level, high achievers had higher study attitudes and self concepts. Study habits were not significantly different by grade level, but by gender and grade level, study habits, study attitudes, and self concepts were higher for high achievers. Study attitudes appeared to influence achievement more than the other two measures. Data analysis found achievement was associated with student age, father's occupational status, number of counselor visits, mobility, subject liked best, graduation and future plans, job aspirations, and job reality. Twelve student interviews provided additional characteristics. Conclusions were used to profile potential high achievers and potential dropouts. Recommendations were made to increase school holding power. Supporting tables appear in the text; appendices include questionnaire, interview form, and copy of the Tennessee Self Concept Scale. (LFL)

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THE UNIVERSITY OF OKLAHOMA

GRADUATE COLLEGE

SCHOOL ACHIEVEMENT AS AN INFLUENCE UPON THE AFFECTIVE CHARACTERISTICS OF SECONDARY MIGRANT STUDENTS

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

in partial fulfillment of the requirements for the

degree of

DOCTOR OF EDUCATION

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DEDE THORP GRAHAM

Norman, Oklahoma

1985

SCHOOL ACHIEVEMENT AS AN INFLUENCE UPON THE
AFFECTIVE CHARACTERISTICS OF SECONDARY MIGRANT STUDENTS

APPROVED BY

DISSERTATION COMMITTEE

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ABSTRACT

The significant differences between high and low achievement of migrant students in grades seven, nine, and eleven on study habits, study attitudes, and self concepts were examined using the Survey of Study Habits and Attitudes (SSHA) (Brown & Holtzman, 1967) and the Tennessee Self Concept Scale (TSCS) (Fitts, 1964). The three dependent measures were analyzed within a 2 X 3 multivariate analysis of variance design. These data were also analyzed by gender. A total of 210 students (112 girls and 98 boys) were randomly assigned to one of six groups based on high and low achievement as determined by scoring above or below the fiftieth percentile on the California Achievement Test by grade level.

The results of the study indicated when secondary migrant students were separated by achievement significant differences were found on study habits, study attitudes, and self concepts. A significant achievement level effect was found on all three dependent measures, and a significant grade level effect was evidenced on study attitudes and self concepts. A significant achievement level effect by gender was found on all three dependent measures. A significant grade level effect by gender on all three dependent measures was also found.

Significant results on the demographic data found

achievement to be associated with age of student, occupational status of father, number of counselor visits, mobility, subject liked best, graduation plans, future plans, job aspirations, and job reality.

In interviews it was found that regardless of achievement or grade level students liked school, felt getting good grades was important, and felt they would graduate from high school. A lack of communication between students and parents about school was identified during the interviews.

Implications regarding improving the school holding power for secondary migrant students are discussed.

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To my parents whose love and encouragement throughout the years of my life has been to direct me toward the fulfillment of my goals and ambitions.

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SCHOOL ACHIEVEMENT AS AN INFLUENCE UPON THE AFFECTIVE CHARACTERISTICS OF SECONDARY MIGRANT STUDENTS

CHAPTER I

INTRODUCTION

The Migrant Education Program is one of the largest and fastest growing programs administered by the United States Department of Education. Program funding has more than doubled in the last six years. During fiscal year 1981, about 577,000 students were counted as eligible for program services and were being served at over 21,000 elementary and secondary schools through 3,100 projects (Comptroller General's Report, 1983).

Funding for the Chapter I Migrant Education Program originated from the Federal Government, under Title I of the Elementary and Secondary Education Act of 1965, which was designed to help educationally deprived children. This act was amended by Public Law 89-750 in 1966 to include the children of migratory agricultural workers. Public Law 93-380 (Part 116d) of 1974 further amended it to include children of migratory fishermen and to require the use of the Migrant Student Record

Transfer System. Public Law 95-561 in November, 1978, amended the act even further to clarify existing provisions. Chapter I of the Education Consolidation and Improvement Act of 1981, Public Law 97-35, is the current federal authorization for providing services to migrant children.

From the federal level, funds are passed to the various State Departments of Education, and from there, disbursed to the local units. Each local project must submit an application to the state for approval.

The money generated depends upon two factors:

1. The number of migrant students ages five through seventeen who are identified and which the state terminal operator enrolls into the National Migrant Student Record Transfer System.
2. The number of state residency days (during the calendar year) or full time equivalent days among five through seventeen year old migratory children ("The Recruiter's Guidebook," 1980, p. 16).

According to the Bureau of the Census (United States Department of Commerce, 1981), as of March 1980 there were about 13.2 million persons of Spanish origin in the United States. This figure amounts to approximately six to seven percent of the total United States population. In fact, Hispanics, who are the youngest and fastest

growing population group in terms of numbers, will be the majority population group in key areas of the United States by the year 2000 (National Commission on Secondary Schooling for Hispanics, 1984).

This Spanish speaking population in the United States is a diverse and not easily identifiable ethnic group. Hispanics in the United States are mostly of Mexican ancestry (59.8%). Puerto Ricans are the second largest group, accounting for 13.8% of all United States Hispanics. Cubans with 5.5% and other Hispanics complete the United States Hispanic population.

Most of the Mexican American population is concentrated in the five southwestern states of Arizona, California, Colorado, New Mexico, and Texas; almost 20% of the public school enrollment in these states is Mexican American (United States Commisssion on Civil Rights, 1974).

As a whole, the United States population of Hispanics differs from the general population at large in a number of significant ways pertaining to socioeconomic welfare, age, language background, and educational attainment. In 1982, the mean annual income of all households was $24,309 as compared to $18,732 for Hispanic households (United States Department of Commerce, 1984). The United States Hispanic population is young relative to the

remainder of the population, with a median age in 1979 of 22.1 years versus a median age of 30.7 years for non-Hispanics (United States Department of Commerce, 1981). According to the Survey of Income and Education (United States Department of Health, Education, & Welfare, 1978b), three out of four United States Hispanics were born in the United States. Overall, four out of five United States Hispanics lived in Spanish speaking households and one out of three Hispanics usually spoke Spanish. In 1976, only about 14% of United States Hispanics reported an English only language background (National Center for Education Statistics, 1978b).

The most current and comprehensive national overview of educational characteristics of United States Hispanics is provided in the report, "The Condition of Education for Hispanic Americans," (Brown, Rosen, Hill, & Olivas, 1980). This report stated that the educational attainment among Hispanics lags far behind that of the population as a whole at all levels of schooling. In 1977, only 55.5% of Hispanics aged 18 to 34 years had completed high school, as compared to 83.9% of non-Hispanics of the same age range.

Many of the members of this Hispanic population are migrant workers. It has been estimated that

approximately one million people leave their homes each year to work as seasonal laborers in agriculture. A large percentage make their homes in California, Texas, and Flordia. From these home bases they stream northward following work and the harvest. The western stream flows from California to Washington, Oregon, and the Rocky Mountain States; the central stream begins in Mexico and Texas and extends northward into Illinois, Wisconsin, and Michigan; and the eastern stream goes from Florida northward along the eastern seaboard. Although some migrants work only in their home state, the majority travel through, and are temporary residents, of many states.

Background

An example of a prevalent viewpoint concerning the children of migrant workers is expressed in the following quote.

> The vast majority of migrants are people of Mexican American, Black, and Puerto Rican heritage. Children of these ethnic/racial groups are educationally deprived and isolated. Migrant children also suffer economic, cultural, and social discrimination due to their high level of mobility and low socio-economic status foisted upon them by the dominant more stable society. Value conflicts are frequent

and should be self-evident. Migrant children frequently become third class baggage of second class citizens (Laughlin, 1980, pp. 2-3).

In order to better understand the position of migrants, it may be helpful to know what characteristics are displayed by the group as a whole. One study of migrants in the Southwest identified the following traits.

1. Some 85% of the migrants were of Spanish American ancestry.
2. The average family consisted of six children plus other related adults.
3. Family unity was very strong.
4. Migrants tended to seek employment for the total family, including older children.
5. Permanent homes, where existent, were generally inadequate with much overcrowding.
6. There were few unattached males in this population.
7. Migrant camps ranged from acceptable to deplorable.
8. Educational level was very low.
9. Their subculture was not easily compatible with "accepted" values.
10. Annual income was very low.

11. Migrants were not very fervent about religion. They were not blindly subordinated to the clergy.
12. The strong family unit did not extend to kin not in the immediate family.
13. Migrants were necessarily preocuppied with making a living.
14. They were very "present" time oriented.
15. Migrants tended to be very passive.
16. Contentment seemed to prevail within the family unit (Orr, 1965).

Carter and Segura (1979) indicated that there are many stereotypical folk notions of the value systems of Mexican Americans and Anglos, along with notions of how these value systems conflict. Furthermore, they reviewed research studies that refuted or supported the validity of some of the cultural stereotypes given for Mexican Americans. They concluded that the most important educational impact of cultural stereotypes was that teachers believed them regardless of whether or not they were true.

Children become eligible for migrant program services when they fit a specific criterion. That criterion is that they move with their parents across school

district boundaries, either intrastate or interstate, in search of agricultural or fishery related occupations.

The educational problems of these students are formidable. For instance, the state of Texas conducted a survey of its migrant students to determine how many of them withdrew from school before they graduated. At least 20% of all of their migrant students had never been entered in school (Cardenas, 1976).

> If one had the task of identifying the most educationally disadvantaged group of youngsters in the United States, the ones who under perform all other groups enrolled in school, who have the highest school dropout rate, who have the lowest academic achievement level and highest number of school failures, no doubt the group readily identified would be the children of migrant agricultural families (Laughlin, 1980, p. 2).

Effective schooling research has addressed the question of equal educational opportunity for disadvantaged students. Edmonds (1979) and Epps (1979) indicated that integrated schools with supportive teaching-learning conditions tended to have several positive results. These positive results were in racial attitudes, self concept, and academic achievement. Academic achievement rose for minority children, and relatively advantaged

majority children continued to learn at the same or higher rate. Therefore, to facilitate the educational achievement of migratory children the states of Oklahoma and Texas operate Chapter I Migrant Education Programs.

Rationale

Individual differences in academic achievement are well documented in educational research. Bloom (1976) purported that improving the quality of instruction enables a larger proportion of students to attain some sense of accomplishment or mastery. He indicated that a student who consistently succeeds in school must generalize to approval of the self and a generally positive concept of the self as a learner, especially by the end of the primary school (grades 4 - 6). Also, by this period the student who has consistently failed in school related situations must come to view him/herself with a generally negative self concept as a learner.

Elkind (1970) suggested that a child's school experiences affect his/her industry-inferiority balance. He stated:

> A child with an I.Q. of 80 to 90 has a particularly traumatic school experience, even when his sense of industry is rewarded and encouraged at home. He is "too bright" to be in special classes, but "too slow" to compete with children of average

> ability. Consequently he experiences constant failures, and his academic efforts reinforce a sense of inferiority (p. 90).

Hendrick (1942) proposed that an instinct to master exists in all individuals. Piaget (1952) and Skinner (1953) suggested that the individual's interest in the environment is derived from having an effect upon it. In Woodworth's Dynamics of Behavior (1958), he implied that the primary feature of motivation is the tendency to deal with the environment.

White (1959) proposed a theory of motivation which he described as competence motivation. This motivation was designated as effectance, and was described as learning to interact effectively with one's environment. White indicated that through these competent interactions, an individual gains a sense of competence and develops feelings of efficacy. He emphasized the importance for children to learn to deal successfully with a variety of social situations. White suggested that dealing effectively with these social situations would produce positive affective characteristics.

Kifer (1973) found academic self concept to be the strongest affect measure in predicting school achievement. It accounted for about 25% of the variation in school achievement after the elementary school period.

Thus, it appears that school achievement is important in determining a student's self concept, particularly at the secondary level. In addition, Kifer (1975) conducted a quasi-longitudinal research study in which students in second, fourth, sixth, and eighth grades were chosen for their histories of consistent academic success or failure. With higher grade level, the successful versus unsuccessful students were found to have increasingly divergent scores on Brookover's self concept of ability measure. Kifer's findings indicate that academic self concept was a product of interactive outcomes with a student's academic environment.

It appears that schools which stress high ratios of success experiences to failure experiences increase positive affective characteristics. The use of compensatory programs for secondary migrant students can provide for these successful experiences in school learning; thus, increasing the positive affective characteristics of these students.

White's theory of competence motivation (1953) and Kifer's research on the effects of school achievement on the affective characteristics of the learner (1973; 1975) were the rationale on which this study was based. However, the literature indicated that due to the relatively high relationship between cognitive behaviors and affective

characteristics, both should be taken into consideration in determining appropriate school learning environments for migrant students.

Statement of the Problem

This study was designed to measure the differences between high and low achievement and grade level on the study habits, study attitudes, and self concepts by gender of secondary migrant students in the states of Oklahoma and Texas. More specifically, the following questions were addressed: What are the differences between study habits of high and low achieving migrant students in the seventh, ninth, and eleventh grades by gender? What are the differences between study attitudes of high and low achieving migrant students in the seventh, ninth, and eleventh grades by gender? What are the differences between self concepts of high and low achieving migrant students in seventh, ninth, and eleventh grades by gender?

Research Hypotheses

There is a significant difference between study habits of high and low achieving migrant students.

There are significant differences among study habits of seventh, ninth, and eleventh grade migrant students.

There is a significant difference between study attitudes of high and low achieving migrant students.

There are significant differences among study attitudes of seventh, ninth, and eleventh grade migrant students.

There is a significant difference between self concepts of high and low achieving migrant students.

There are significant differences among self concepts of seventh, ninth, and eleventh grade migrant students.

There is a significant difference between study habits of high and low achieving migrant students by gender.

There are significant differences among study habits of seventh, ninth, and eleventh grade migrant students by gender.

There is a significant difference between study attitudes of high and low achieving migrant students by gender.

There are significant differences among study attitudes of seventh, ninth, and eleventh grade migrant students by gender.

There is a significant difference between self concepts of high and low achieving migrant students by gender.

There are significant differences among self concepts of seventh, ninth, and eleventh grade migrant students by gender.

Definition of Terms

Migrant Student. He/she is a student who has moved across state or school district boundaries with a parent or guardian who is seeking temporary or seasonal employment in an agricultural or fishery related activity. Participation in this study included only migrant students with Spanish surnames.

Hispanic. He/she is a person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin - regardless of race (Office for Civil Rights, 1984).

High Achievement. It is defined as scoring above the fiftieth percentile on the composite of the California Achievement Test.

Low Achievement. It is defined as scoring below the fiftieth percentile on the composite of the California Achievement Test.

Affective Characteristics. They are defined in this study as study habits, study attitudes, and self concepts.

Study Habits. They are a total of the Delay Avoidance score and Work Methods score as measured by the Survey of Study Habits and Attitudes Inventory (Form H).

Study Attitudes. They are a total of the Teacher Approval score and Education Acceptance score as measured by the Survey of Study Habits and Attitudes Inventory.

Self Concepts. They are measured by the Total Positive score on the Tennessee Self Concept Scale.

Research Design

The causal-comparative method was selected as the research design for the study. Such a design is aimed at the discovery of possible causes for a behavior pattern by comparing subjects in whom this pattern is present with similar subjects in whom it is absent or present to a lesser degree (Borg & Gall, 1983). This research design was compatible with the purpose of the study which was to measure the differences between high and low achievement and grade level by gender on the study habits, study attitudes, and self concepts of secondary migrant students.

Selection of Sample

A list of school districts with migrant education programs that administered the California Achievement Test to their students was obtained from the state educational agencies of Oklahoma and Texas. Two school

districts were randomly selected from the Oklahoma population. From the Texas population, two school districts in west Texas and two in the Rio Grande Valley region were selected. Based on the sample number needed to statistically test the hypotheses, it was decided to include 35 students in each of the six groups. A total of 210 students (112 girls and 98 boys) participated in the study.

Data Collection

Data for the study were collected with the Brown-Holtzman Survey of Study Habits and Attitudes and the Tennessee Self Concept Scale. From the SSHA, the study habits and study attitudes scores were obtained. The TSCS was the source for the self concept scores.

The SSHA inventory has been used as a teaching and counseling aid. Higgins (1967) suggested that the SSHA was an effective diagnostic instrument for use with high school students. The TSCS ranks among the better measures combining group discrimination with self concept information, and has been used in a multitude of research projects as indicated in Suinn's critique (cited in Buros, 1972).

Treatment of Data

A multivariate analysis of variance was used to test the research hypotheses. A multivariate analysis

of variance was also used to test the research hypotheses by gender. Multivariate analysis of variance, analysis of variance, and chi-square were the statistical tools used to analyze the questionnaire data.

Significance of Study

A National Study of Migrant Students' Educational Needs (Hinkle, Lipton, & Tutchings, 1979) was conducted and developing a better self concept was identified as the number one educational need (73% of total responses). A similar study was conducted in the Lower Rio Grande Valley of Texas (Region I Educational Service Center, 1981) in which data were collected from high school counselors. Dropout prevention was the number one educational priority identified (40% of total responses) and developing a better self concept was identified as one of the top five (16.7% of total responses) educational needs in this survey.

School achievement as an influence on the affective characteristics of secondary migrant students was analyzed in this research study. Most of the studies of migrant dropout prevention have been of a general nature, primarily utilizing evaluative research. Several studies of high and low achievers, of graduates and dropouts, and of migrant versus non-migrant students have been

conducted. However, there has been limited investigation of the influence of grade level and gender as variables.

A combination of data gathering methods was used. Quantitative data measuring the differences between high and low achievement and grade level by gender on the study habits, study attitudes, and self concepts of secondary migrant students was used. Interviews were conducted with selected students to gain a better understanding of school achievement as an influence on the affective characteristics of secondary migrant students. This provided qualitative data to supplement the quantitative data.

If school achievement and grade level are influences on the affective characteristics of secondary migrant students then programs which provide for individual and group counseling at the appropriate grade levels should be implemented. If not, alternative programs to increase the school holding power for secondary migrant students should be explored. In addition, if gender differences are found to influence affective characteristics then they should be considered in planning appropriate counseling programs for secondary migrant students.

Knowledge gained in this area can be used in the development of educational programs for dropout prevention.

Migrant administrators can use the data to plan educational programs that better meet the specific needs of secondary migrant students. The results can also be used in individual or group counseling sessions with migrant students.

Limitations of Study

The participants were high achieving and low achieving seventh, ninth, and eleventh grade migrant students in two school districts in Oklahoma and four school districts in the state of Texas. The internal validity of this study was reduced due to the necessity of using criterion groups of students. Conversely, the external validity has strength, in that, its results can be generalized to high achieving and low achieving seventh, ninth, and eleventh grade migrant students attending school districts similar to those in this study in the states of Oklahoma and Texas. In fact, the results may even be generalizable to all high achieving and low achieving seventh, ninth, and eleventh grade migrant students in the Southwest.

CHAPTER II

REVIEW OF THE LITERATURE

To investigate the differences between high and low achievement and grade level on the study habits, study attitudes, and self concepts of secondary migrant students by gender, it was necessary to research several areas. These areas included: (1) A general overview of the characteristics of migrant students, (2) A history of the federal government's role in migrant education, (3) A review of educational programs designed for migrant students, (4) The influence of achievement on the affective characteristics of migrant students, (5) The influence of grade level on the affective characteristics of migrant students, and (6) A review of studies concerning migrant dropouts.

Characteristics of Migrant Children

In exploring the problems of secondary migrant education, a general profile of the secondary migrant student begins to emerge. Indeed migrant students are unique, for mobility is by necessity a part of their lifestyle. Education often ranks below their more basic need to survive. As their family struggles

to make a living, insufficient income often forces the student to sacrifice educational goals in order to help with family financial concerns. Cardenas (1976) stated:

> It is only when mobility is coupled with poverty, culture, language, or societal perceptions that it becomes a liability for the minority child . . . It is language, and culture, and poverty, and mobility, and perceptions in tandem which account for the poor performance of minority children (p. 10).

One study in Oklahoma reported that only 38% of the migrant adults could read and write English and less than one-half could read and write Spanish. The average adult educational level of the respondents was 3.6 years, and many of them reported only a speaking knowledge of English or no knowledge of English at all. In fact, it was not uncommon to find those who neither read nor wrote English or Spanish (Tinney, 1965). Graham (1983) found in a study of one migrant school district in Oklahoma that the average educational level of migrant parents was 5.2 years; however, 16% of the parents interviewed had never attended school. Soderstrom (1967) stated that in most communities migrant workers were tolerated as long as they were unobtrusive

and kept out of the way. Therefore, adults in this situation are virtually unable to assist their children in the school environment.

In addition, migrancy compounds the usual problems of poverty and Mexican American migrants are reported to be among the poorest of the poor (Carter & Segura, 1979). The life expectancy for Mexican American migrant workers in 1967 was 49 years. Infant and maternal mortality of migrant workers were each 12% higher than the national rate and influenza and pneumonia death rates were 200% higher. Death rates from tuberculosis and infectious diseases were 260% higher and accidents 300% higher (Hernandez, 1973, p. 5).

Migrant children are also affected by diseases which have been eradicated in most other areas of the culture: rickets, scurvy, pinworms, anemia, and malnutrition (Laughlin, 1980). Skin and scalp ailments are seen frequently. Tuberculosis is not uncommon in some areas. Broken bones that have not been set, chronic infections, and intestinal parasites may be found. Sight and hearing losses need correction. Teeth frequently are abscessed or in need of fillings, and in many instances require extensive treatment (King-Stoops, 1980).

Even if the migrant child is anxious to attend school, there are problems involved. In many homes there are not enough clothes to wear to school. In addition, migrant students have problems participating in extracurriculuar activities at school. Many students' families are not economically able to provide instruments for band, tennis shoes for basketball, or cheerleaders' uniforms for cheerleading (Graham, 1983). Migrant students' participation is further limited by the necessity of helping their families with financial concerns. Furthermore, the school year and the migrant year do not coincide. It has been estimated that these students attend two of the eight months of the regular school year (Carter & Segura, 1979).

Federal Government's Role

The United States government has not always been cognizant of the needs of migrant students. The national commitment began in the 1960's. Before that time religious organizations such as the National Friends Society, National Council of Churches, and the Catholic Rural Life Conference provided the only help that was available to the children of migrant workers. This included day care centers and part time summer schools. In the 1960's the federal government offically recognized migrancy as a national and not solely local or state

problem. The Department of Health, Education, and Welfare then began attempting to formulate an educational concept which would have a positive effect upon the career and educational goals of migrant students (Laughlin, 1980).

All states have the flexibility to decide how their funds will be disbursed, and to make arrangements to serve their unique migrant population in the most appropriate manner. A study was done in which questionnaires were sent to the state directors of migrant education in all 50 states. Four state directors did not reply. However, facts obtained from respondents indicated that they defined their migrant population according to federal regulations. The areas which respondents felt most important were basic skills, medical needs, and nutritional needs. Other frequently voiced concerns were: credit accrual for graduation, continuity of educational experience, self acceptance and acceptance by others, staff development, attention to individual needs, and the importance of defining needs locally. Dropout prevention was indicated as a priority in only one state. Indiana and Virginia reported the lowest dropout rate for migrant students with a rate of one percent and Pennsylvania and Utah

reported the highest with 90% and 95%, respectively. All but 9 of the 36 respondents indicated dropout information was unavailable. When a reason was given for the unavailability of this data, the fact that the respondent was a receiving state and not the home state was given (Ogletree & Janick, 1982).

One of the main priorities of Migrant Education is to provide continuity of instruction for migrant students. One of the ways of assuring this continutiy is by use of the Migrant Student Record Transfer System (MSRTS) which is a central computer bank located in Little Rock, Arkansas. This data center takes information which is supplied by terminals in the various states and keeps an individual record of each migrant student. Arrival, departure, attendance, academic progress and health data follow each student. These records facilitate school attendance and academic progress by minimizing school bureaucratic problems and increasing time in class. A child diagnosed in Texas as having auditory perception problems has a better chance of receiving appropriate treatment quickly when he/she arrives in Oklahoma. As one state official commented, ". . . the migrant child who gets his eyes checked in Texas and moves to Washington can get the prescribed glasses there because MSRTS has his complete record sent in

a matter of hours" as cited in (Carter & Segura, 1979, p. 306). In fact, MSRTS has the potential for saving lives. In 1973, it was found that a group of over 200 children had been exposed to typhoid fever. Using the computer these children were located ("Title I Migrant", 1981).

Educational Programs

Educational programs designed to facilitate the school holding power for secondary migrant students have been designed. A brief overview of some of these programs follows.

College Assistance Migrant Program (CAMP): The CAMP program is designed to give financial and supportive services to eligible migrant youths. The funds are allocated through the Department of Labor. Students must meet certain requirements to be eligible for this aid.

The student must be: a child of a migratory worker, within the poverty level of family income, a legal resident of the United States, the holder of a diploma or have passed a General Educational Development test (G.E.D.) and meet the admission standards of the college.

A student receives tuition, books, room and board, transportation and a monthly living allowance. Tutoring and counseling services are provided during the freshman

year. After the freshman year, the student is aided in seeking further financial assistance.

The dropout rate for this program has been reported to be quite low. Lynch (1980) states that students who have been involved express positive views concerning their experience. CAMP programs are located at two universities in Texas and one university in Colorado.

Experience Based Career Education for Migrant Education (EBCE): This career educational program was begun in 1971. It was financed by the National Institute of Education, which set up four regional laboratories in Charleston, West Virginia; Portland Oregon; San Francisco, California; and Philadelphia, Pennsylvania.

The program enlists the assistance and involvement of the entire community. In addition, it attempts to address the needs of the total child including scholastic needs, social needs, and career development needs. Situations are provided for students to have "hands on" experiences in real world settings. On site visitations to various businesses are scheduled with the opportunity to select certain sites for extensive in-depth exploration. This could be consider as being analogous to a pre-apprenticeship program. Credit for participation in the program can be granted (Lynch, 1980).

High School Equivalency Program (HEP): The HEP program is funded through the Department of Labor. It is currently located on fourteen college campuses in the states of California, Florida, Nebraska, New Mexico, Oregon, Texas, Washington, and Puerto Rico.

The students are transported to a college campus where they are provided with room and board and $10 per week. The requirements for admittance are: be a member of a migrant family, be 17 to 24 years old, be a high school dropout, be a resident of the United States and be within a poverty level income. Due to individualized instruction, the student may receive a diploma in as short a time as two months, or they may take as long as is necessary (Orsini, 1968).

Migrant Educational Opportunities Program (MEOP): The State University College in Geneseo, New York, is involved in a program that concentrates on career education. The program is an interstate project designed to provide intensive career awareness, guidance, and supportive services to migrant youths between the ages of 13 and 18 who follow the agricultural or fishery related activities along the East Coast. This migration pattern is referred to as the "Eastern Stream." The objectives of this program are: (a) increasing migrant youths awareness of alternative career choices,

(b) increasing migrant youths awareness of procedures to pursue education beyond the secondary level, (c) overcoming major financial and guidance deterrents which limit education beyond the secondary level for migrant youths, and (d) increasing the number of in-school and out-of-school migrant youths who pursue education beyond the secondary level.

A unique aspect of the program includes the publication of a monthly newsletter, Real Talk. It contains articles written by the students. In addition, the project contains a scholarship fund. This fund is used to assist students who desire post secondary education, as well as for those needing assistance to continue high school or attend vocational school.

The National Center of Vocational Education, which is located on the campus of Ohio State University, has rated MEOP as an exemplary program. However, actual program results are limited (Lynch, 1980).

Portable Assisted Study Sequence (PASS): The PASS program is coordinated by Parlier High School in California. The program was designed to help reduce the high number of dropouts among secondary migrant students. The design of the program is similar to correspondence study. The student packets are portable and self paced. Many of the packets are bilingual

to accomodate the language difficulties encountered by these students. There is a PASS counselor available by telephone to help with any difficulities which the student encounters.

This program is not applicable to all migrant students, but it has been found to be a viable alternative for some. In 1978, 578 students enrolled in the program and only 12 dropped out (Lynch, 1978).

Secondary Credit Exchange Program: The state of Washington instituted this program which consisted of afternoon and evening classes. The number of migrant students entering high school in Washington had been 11% before the beginning of this program. Now the entry rate is 35%. In addition, in 1970 there were 65 students enrolled in the program. In 1977 there were 491.

Migratory workers in this stream usually migrate from Texas to Washington, and the requirements for graduation are similar in the two states. The program has always maintained a Parent Advisory Council for consultation.

In order to assure the transfer of credits between the two states, the following steps listed below are followed:

(1) communication occurs between Washington and Texas schools,

(2) Texas schools provide information about students and plan schedules,

(3) identification and recruitement of students is initiated,

(4) local constraints, rules, and traditions are determined,

(5) enrollment occurs and student schedules are established,

(6) students and schedules are verified with previous schools by telephone,

(7) schedules are reworked to avoid conflicts,

(8) class sessions begin with students earning approval units toward graduation,

(9) enrollment ends; the students' grades and transcripts are sent to their home base schools,

(10) as students return to Texas, their records are updated and they are disenrolled from their Washington schools.

The United States Office of Education's Joint Dissemination Review Panel (JDRP) approved this program as exemplary in 1977, and since then the National Diffusion Network (NDN) has awarded the Credit Exchange Program

a contract to disseminate its model nationally (Randall, 1977).

The purpose of the program was to encourage migrant children to remain in school and to persuade children who had never attended to enter school.

Achievement and Affective Characteristics

No information was available which indicated that there has been empirical testing of the influence of achievement on the study habits and study attitudes of migrant students. However, several studies concerning the self concepts of migrant students have been conducted.

Carter (1968) and Lambert (1967) reported that there is no evidence to substantiate the claim that the Mexican American student has a negative self concept. Coleman (1966), however, found the self concepts of Mexican American children significantly lower than those of other white children, and Palomares (1966) reported that the Mexican American students in his study tended to view themselves unfavorably, both emotionally and socially.

Ockerman-Garza's (1982) data indicated that non-migrants were in the "high" self esteem category while migrants were in the "medium" category; migrants had a more external orientation than non-migrants; migrant students experienced more school social isolation than

non-migrant students, and males were more isolated than females. Carter (1968) and Cervantes & Bernal (1976), on the other hand, found no support for the assumption that Mexican American students, as a group, manifest negative affective traits.

DeBlassie and Healy (1970) found that Mexican American students held more positive self concepts than did black and Anglo students. Anderson and Johnson (1971) also reported no significant difference between Mexican American students and their classmates on the variable of self concept of ability. However, the importance of a favorable self-image to the student's success in mathematics and in English was found to be significant. Self concept of ability appeared to contribute more than any other independent variable to the prediction of a student's success in school.

Scheirer and Kraut (1979) reported the effects of 18 studies which contained measurements of both self concept and academic achievement variables, after an attempted educational innovation. In no case were changes in achievement unambiguously associated with changes in self concept. These studies findings suggested that self concept change may be an outcome of increased achievement rather than an intervening variable between self concept formation and academic achievement.

Micro-level studies conducted at the University of Chicago (Crosswhite, 1972; Khan & Roberts, 1969; Coleman 1966b and etc.) demonstrated that achievement and subject affect are interrelated and that one influences the other in a kind of spiral effect. In other words, high achievement increases positive affect, which in turn influences further high achievement, and this, in turn, influences further positive affect. Similarly, low achievement decreases positive affect, which in turn depresses further achievement, and this further decreases positive affect. McDavid (1959) suggested that academic success resulted in a more positive student self-image which, in turn, led to increased success in school.

DISTAR (Direct Instruction System for Teaching and Remediation) programs, with their focus on tightly structured lessons, small and assimilable units of information, extensive drill and emphasis on teacher-student interaction have been shown to be highly effective in compensating for the deficits commonly experienced by disadvantaged children. Many migrant children are in this category. In addition, the programs have been shown to enhance the childrens' self esteem and their attitudes toward school (Cotton & Savard, 1980). Although they have some effect on school holding power, it is

doubtful that they can prevent students from falling behind their socioeconomically more fortunate counterparts over time. In fact, it may be that no short term educational program could produce such a long term compensatory effect (Savard, 1980).

Perhaps the best known study of the effect of group norms on student achievement in school is The Coleman Report (1966). Coleman's data suggested that the major factors that influence student achievement are the socioeconomic composition and achievement orientations of fellow students. Coleman's study reported that most of the variation in student achievement lay within the same school, and very little of it was between schools. Such differences as could be attributed to the schools seemed to result more from the group norms and achievement orientations, than from the quality of the school itself.

Battle and Rotter (1963) indicated that children from lower socioeconomic backgrounds view themselves as more externally controlled and less capable of determining what will happen to them than middle class children. Coleman (1966) found that minority group children express a sense of powerlessness against a neutral, and sometimes hostile, environment. If true,

this orientation would constitute a handicap for these individuals.

Ames and Felker (1979) classified sixth grade children as high or low in self concept. An achievement task on which they succeeded or failed was then administered. Subjects were allowed by preinstructional set to interpret their performance as being determined by skill or luck. High, more than low self concept children attributed their success to the skill area. Low self concept children seemed to maintain a low self appraisal by attributing success to luck. High self concept children seemed to be success oriented in that they relate success to skill and react with positive self reinforcement.

Foster and Ritchey (1979) stated that social skills may be conceptualized as part of a broader construct known as social competence. These authors' definition of social competence is "those responses which, within a given situation, prove effective or, in other words, maximize the probability of producing, maintaining, or enhancing positive effects for the interactor" (p. 626). This implies that a socially skilled child's behavior results in positive consequences and a socially unskilled child's behavior results in negative

consequences. Thus, behaviorally oriented professionals have attempted to build positive behavioral repertoires and eliminate children's undesirable behaviors.

McClelland (1953) proposed a theory of motivation that is closely associated with learning concepts. He suggested that many needs are acquired from the culture. One of these needs was the need for achievement. McClelland contended that needs can be learned. His theory could have a significant impact on education, because it implies that motivation could be taught in school settings.

Specific suggestions about developing a high need for achievement were made by McClelland (1953). He suggested that (1) people arrange tasks so that they receive periodic feedback on performance, (2) people should seek good models of achievement, (3) people should modify their self image; the high need achievement person likes him/herself, (4) people should control their imagination; think in realistic terms and think positively.

Grade Level and Affective Characteristics

Laughlin (1980) reported that migrant students' academic lag increased with their number of years in school. Serrano (1979) reported that most migrant students did not attend school past the sixth grade.

Manuel (1965) concluded that the early dropout from school of Spanish surname children began to be evident at the age bracket 14 to 15 and was quite marked at the age bracket 16 to 17.

Johnson (1984) stated that statistically, the greatest drop out incidence for migrant students occurred at age 16, and after the ninth grade. However, he concluded the decision to drop out was reached through a lengthy process and reflected the cumulative influence and effect of many experiences. Plato (1984) indicated that as grade level increases migrant student numbers decline by approximately 4,700 students at each grade level.

According to MSRTS data migrant student enrollment declines steadily in grades six through nine, dropping abruptly before tenth grade. As a result tenth grade enrollment was only half that of sixth grade (Johnson, 1985). MSRTS data (September, 1980 - August, 1981) reported that migrant student enrollment in grade one was 15,725 but by grade ten enrollment had declined to 5802. This revealed that the school holding power from grade one to grade ten was only 37%. An analysis of these same data by age indicated that at age six migrant student enrollment was 14,040 and by age 16

had decreased to 7807. The retention percentage from age six to 16 was 56%.

A United States Department of Agriculture (USDA) report (1967) indicated that in five southwestern states, 16 and 17 year olds with Spanish surnames were far below the national norm of educational achievement. Palomares and Cummins (1968) found a progressive drop in achievement throughout the grades for small town Mexican American students. Mexican American students were found to be normal in achievement at first and second grade, but one grade behind by sixth grade.

Dropouts

According to an Exotech Systems study (1974) approximately nine out of ten migrant youth did not finish high school. Furthermore, nine out of ten children of migrant workers never entered high school and only three out of ten of those who did ever graduated ("Title I Migrant", 1981).

In a survey of 350 migrant youths, the reason for dropping out of school usually related to the need to work and family concerns. Lynch (1980) suggested that strong secondary counseling programs which include career education and work experience might be an alternative to help in reducing the tendency for early high school dropouts.

A California survey of 80 administrators identified 17 serious barriers related to the education of migrant children (Nance, 1961). The three areas that were most often listed were: (a) Migrancy itself (mobility level of students), (b) Low achievement, and (c) Record keeping problems.

A study of Mexican American migrant high school students was made in south Texas. The subjects were 67 male and 53 female migrants, and 99 male and 139 female non-migrants. This study did not include dropouts. Regardless of migrant status or sex a unanimous desire to graduate from high school and go on to college was expressed by these students. Migrant status did not seem to separate the job aspirations of either group. However, female migrants had lower expectations than female non-migrants. There was a general impression that all of these students seemed to feel higher education would be valuable, yet not feasible. Consequently, they were not highly motivated to excel in high school (Miller & Kuvlesky, 1973).

Nelken and Gallo (1978) studied the factors influencing migrant high school students' decision to graduate or drop out. The predominant factor in the decision to drop out was family need. Only half of the dropouts felt they had the support of their families for education.

Only 25% had siblings who had graduated. Graduates interviewed had fewer family oriented problems than dropouts. Dropouts evidenced negative feelings toward teachers and classes. The one aspect of school to which they responded favorably was the social life. Nevertheless, 92% of the dropouts felt that graduation was important to a successful future.

Demos (1962) administered a questionnaire to 105 Mexican American and 210 Anglo secondary school students. Of 29 attitudinal variables, 14 related to students' perceptions of school practices, social climate, and teachers. Significant differences between the groups were found in six of the items. Mexican American students placed more emphasis on belonging to peer groups, and thought school staff less concerned about students than did the Anglo students. They also placed less importance on obtaining an elementary and college education than Anglo students. Furthermore, Mexican American students showed more interest in dropping out of school and considered good school attendance less important.

Wilson (1953) studied 462 Mexican American dropouts from six Texas high schools. His questionnaire provided an analysis of students' perceptions of school. One of the two principal reasons for leaving was economic; the other was lack of interest in school.

Wages, Thomas, and Kuvlesky (1969) studied 74 Mexican American dropouts from four school districts in the Rio Grande Valley of Texas. The findings were similar to Wilson's study conducted 16 years earlier. The most important reasons for dropping out were school related conditions and financial circumstances; girls put slightly more emphasis on the former and boys on the latter.

In contrast with other research, the Los Angeles School Study staff found that a slightly higher proportion of Mexican American than Anglo children stated that they liked school (Wenkert, 1966). This was particularly true in the twelfth grade but less so in the ninth, which may reflect a dropping out of dissatisfied students in the lower grades.

Byrne (1971) in a study of Mexican American dropouts in Utah concluded the following: (a) Nearly one in every two of the Mexican American children who entered the secondary schools in Salt Lake City dropped out. (b) Dropping out of school and low school achievement did not appear to relate to either large family size or low educational attainment of parents (this finding is not in agreement with findings of other studies). (c) The older a Mexican American student was, the more likely was the possibility of dropping out of

school. (d) Mexican American students who received poor evaluations of academic progress tended to be more likely candidates for dropping out of school. (e) Mexican American dropouts had very negative attitudes about the schools. After leaving, they generally had little confidence in their ability to use those skills that were necessary for school achievement. (f) There seemed little probability that Mexican American dropouts would be persuaded to return to the schools for more education.

Schnur (1970) found three major reasons for migrant students dropping out of school. They were: (1) financial problems, (2) lack of achievement and motivation, and (3) lack of parental concern. Lack of achievement and motivation was discussed by Orr (1965) who found that migrant nonachievement at the secondary level was quite common. Tinney (1965) reported that migrant teenagers found competion in achievement, clothes, social demand, etc. too much to bear. An Oregon report on special schools for migrant children indicated that the greatest academic difficulty was in language arts. The lack of effective communicative skills affected the general scholastic difficulty of migrant students and eventually encouraged dropping out of school (Petrie, 1960).

Paiz (1984) identified ten characteristics of the typical migrant student dropout. They were: (1) more likely male than female, (2) withdrew at age sixteen (tenth or eleventh grade), (3) I.Q. less than 100, (4) reason for dropping out is a desire to go to work, (5) had difficulty in reading as reflected in low scores, (6) previous grade failure or failures, (7) depressed grade averages, (8) high absenteeism, (9) frequent transfers from one school to another, and (10) non-participant in extracurricular activities.

Soderstrom (1967) in a study of migrants in Idaho found that migrant students had a drop out rate four times greater than the Idaho statewide average. Edington (1970) stated that although the drop out rate was high among rural youth, it was a particularly serious problem for children of migrant workers.

The 20% high school drop out rate among Hispanic youth was attributed to a lack of parental involvement and poor academic counseling (Flores, 1984; National Commission on Secondary Schooling for Hispanics, 1984). Ogletree and Janick (1982) stated that 90% of migrant students failed to finish high school. This was attributed to the difficulty of migrant students in accumulating enough credits to graduate from high school due to their mobility.

Results of the National Commission on Secondary Schooling for Hispanics (1984) reported that 50% of the Hispanic students in their sample scored in the lowest quartile of achievement, and 75% in the bottom two quartiles on a battery of academic tests administered in 1980. In 1982, students who did not drop out, retook the tests. Test results showed these same students performed lower than they did in 1980. In addition the following facts were noted: (a) More than one-third of Hispanic 18 to 19 year olds lacked high school diplomas; (b) 40% of Hispanic students who left school did so before reaching the tenth grade; (c) 25% of Hispanics who entered high school were over-age; and (d) 45% of Mexican American and Puerto Rican students who entered high school never finished.

Furthermore, the Commission stated that improving secondary schooling might not be the solution. Because of the fact that many Hispanic students were already failing academically by the time they reached the secondary level, reforms were needed at the elementary and early secondary (junior high) levels. Moreover, the percentage of Hispanic high school graduates who enrolled in college following graduation decreased between 1972 and 1982, the Commission found, from 46% to 43%. In contrast, 52% of white students in 1982 enrolled in college following

graduation (National Commission on Secondary Schooling or Hispanics, 1984).

Junior and senior high school counsleors in south Texas estimated that as many as 50% of the migrant students in south Texas never entered senior high school. The high drop out rate occurred between ninth and tenth grades. The male drop out rate was slightly higher than the female drop out rate (Ockerman-Garza, 1982).

The literature has suggested that Hispanic migrant students begin dropping out of school after the ninth grade. Lack of achievement, lower self concepts, and lack of parental involvement have been cited as possible reasons.

The problem of this research was to discover if significant differences existed between high and low achieving migrant students' study habits, study attitudes, and self concepts in grades seven, nine, and eleven by gender. The method devised to accomplish this purpose is the subject of the following chapter.

CHAPTER III

METHOD

Participants

The participants in this research study were seventh, ninth, and eleventh grade migrant students selected on the basis of having scored above or below the fiftieth percentile on the composite of the California Achievement Test. A total of 210 students from two school districts in the state of Oklahoma and from four school districts in the state of Texas participated.

A list of school districts who administered the California Achievement Test to their migrant population was obtained from the State Educational Agency of each state. Two school districts were randomly selected from the Oklahoma population. From the Texas population, two school districts in west Texas and two in the Rio Grande Valley region were selected.

Thirty-five students were included in each of the six groups. Students were randomly assigned from a pool of high achievers and low achievers by grade level. Only migrant students with a Spanish surname were included. The students were approximately evenly

divided between girls and boys. Individual student scores were used as the unit of analysis for the three dependent measures of study habits, study attitudes, and self concepts. Table 1 illustrates the design of the study.

TABLE 1

DESIGN OF STUDY

Independent Measures		
	Low Achievement	High Achievement
Seventh Grade	n = 35	n = 35
Ninth Grade	n = 35	n = 35
Eleventh Grade	n = 35	n = 35
Dependent Measures		
Study Habits	determined by SSHA	
Study Attitudes	determined by SSHA	
Self Concepts	determined by TSCS	

Independent Measures

The independent measures were student achievement levels, grade levels, and gender. The achievement variable was measured by the California Achievement Test. Students scoring above the fiftieth percentile on the composite score in grades seven, nine, and eleven were considered high achievers. Students scoring below

the fiftieth percentile on the composite score in grades seven, nine, and eleven were considered low achievers.

Dependent Measures

Dependent measures were student study habits, study attitudes, and self concepts. The Brown-Holtzman Survey of Study Habits and Attitudes Inventory was used to measure student study habits and study attitudes. The Tennessee Self Concept Scale was used to measure student self concepts. Table 2 contains information regarding the distribution of the sample by achievement, grade level, and gender.

TABLE 2

DISTRIBUTON OF THE SAMPLE

BY ACHIEVEMENT, GRADE LEVEL, AND GENDER

	Low Achievement		High Achievement	
	Girls	Boys	Girls	Boys
Seventh Grade	18	17	18	7
Ninth Grade	15	20	23	12
Eleventh Grade	15	20	23	12

Instrumentation

The Brown-Holtzman Survey of Study Habits and Attitudes was developed for the following purposes:

(a) to identify students whose study habits and attitudes are different from those who earn high grades, (b) to aid in understanding students with academic difficulties, and (c) to provide a basis for helping such students improve their study habits and attitudes and thus more fully realize their best potentialities.

The 100 items are rated on a five point scale ranging from "Rarely" to "Almost Always." The inventory contains four basic scales, two sub-totals, and a total score. The Delay Avoidance scale and the Work Methods scale are summed to find the Study Habits score. The Teacher Approval and Education Acceptance scales are summed to find the Study Attitudes score. The total Study Orientation score is derived by summing the Study Habits and Study Attitudes scores.

Percentile norms for the High School (Grades 7-12, Form H) are based upon a total of 11,218 students in sixteen different towns and metropolitan areas across the United States. Separate norms are provided for Grades 7-8-9, combined, and for Grades 10-11-12, combined. Of particular interest to this study was the inclusion of many small central Texas schools in the norming population. All scores are converted to only 23% ile values. This was done to avoid an exaggerated precision to the percentile ranking on each SSHA scale.

To check the concurrent validity of the SSHA--Form H, an experimental SSHA was administered to 772 boys and 698 girls enrolled in the seventh grade at four medium size Texas communities. For the total population, correlations between SSHA scores and earned grades in social studies, mathematics, and language arts were .41, .36, and .39 respectively, for boys and girls. Correlation between SSHA scores and total IQ's on the California Test of Mental Maturity was only .26. Thus, the SSHA was found to correlate more favorably with academic achievement, while being relatively independent of scholastic aptitude.

The Tennessee Self Concept Scale consists of 100 self description items: 90 items assess the self concept while 10 items assess self criticism (lie scale items). For each item, the individual responds on a five point scale ranging from (1) "Completely false" to (5) "Completely true". The test was normed on a sample of 626 persons of varying age, sex, race, and socioeconomic status. Test-retest reliability coefficients for the various profile segments fall mostly in the .80 to .90 range with the lowest coefficient being .60. Subtests have been correlated with measures such as the Minnesota Multiphasic Personality Inventory, Taylor Anxiety Scale,

and the Cornell Medical Index, with correlations from .50 to .70 (Buros, 1978; Fitts, 1965).

In the study the Counseling Form of the test which contained 14 scores was used. Items for the scale were written according to a type of two dimensional facet design involving the following aspects of the Self Identify, Self Satisfaction, Behavior, Physical Self, and Social Self. Each of these aspects of the self receives a subscore based on relevant items. In addition, major additional scores are derived: Total Positive Score, reflecting the overall level of self esteem; Variability Score, reflecting the amount of consistency from one area of self perception to another; and Distribution Score, a measure of extremity response style. Only the Total Positive Score was used in this study.

A pilot study on the demographic questionnaire and student interview was conducted with six students enrolled in a Prospectus Development Seminar, and 20 students enrolled in a Research Methods Class at the University of Oklahoma during the summer of 1984. In the fall of 1984, the two instruments were field tested with 19 secondary migrant students in a school district in southwestern Oklahoma.

Procedure

Permission was obtained from the superintendent of schools of two school districts in Oklahoma and four school districts in Texas to conduct this study in their respective districts.

From a student pool of high achievers and low achievers, determined by their composite score on the California Achievement Test and by grade level placement, students were randomly assigned to six groups. Demographic questionnaires were given to the selected students. Questionnaires were color coded for the two states.

The researcher orally administered the Survey of Study Habits and Attitudes Inventory (Form H). The Tennessee Self Concept Scale was also administered by the researcher.

Human Experimentation Considerations

Before beginning this study, the researcher obtained a signed consent form from the superintendent of schools of the participating school districts. Questions regarding the procedures of the study were fully explained. In order to avoid contamination, explanations of the purpose of the study were withheld until its completion. Information gained regarding individual participants was held in strict confidence. Code numbers were assigned to each participant and only this number was used to

identify participants on tests, demographic information, and interviews. The code was kept in a secure location under the control of the investigator.

Design of Study

Main Effects

The data from the six groups were collected on student study habits, study attitudes, and self concepts. These data were analyzed by a 2 x 3 multivariate analysis of variance (MANOVA). Means were compared to see if there were any significant differences among study habits, study attitudes, and self concepts and the independent variables of achievement level, grade level, and gender.

Interaction Effects

Tukey's individual comparisons test was used to explore all possible cell means for each of the dependent measures that were significant.

Interview

Two students were randomly selected from the three groups of high achievers, and two students were randomly selected from the three groups of low achievers. Thus, six high achievers and six low achievers were interviewed. The purpose of the structured interview was to probe for additional individual characteristics of secondary

migrant students which might contribute to high or low achievement in the school environment.

Power Analysis and Sample Size

Power was calculated to be .80 with an alpha level at .05 against the hypothesis with one-fourth standard deviation difference between the high achievement group and the low achievement group. This analysis yielded a result of 35 subjects per cell for a total number of 210.

CHAPTER IV

RESULTS

The purpose of this chapter is to present the results of the statistical analyses on the data obtained in this research. A two (low and high achievement) X three (grade levels) MANOVA on the three dependent measures (study habits, study attitudes, and self concepts) was performed. The same procedure was employed to analyze the data by gender.

The MANOVA results for overall achievement effect were $\underline{F}$ (3, 202) = 24.97, $\underline{p} < .0001$. The MANOVA results for overall grade level effect were $\underline{F}$ (6, 402) = 5.50, $\underline{p} < .0001$. The MANOVA results for overall achievement by grade level were $\underline{F}$ (6, 402) = .90, $\underline{p} > .49$. Table 3 contains the means and standard deviations that were obtained from the data.

TABLE 3

MEANS AND STANDARD DEVIATIONS OF DEPENDENT MEASURES BY ACHIEVEMENT AND GRADE LEVEL

	Low Achievement		High Achievement	
	M	SD	M	SD
Study Habits				
Seventh Grade	38.28	16.85	52.68	15.59
Ninth Grade	34.51	12.21	46.97	18.05
Eleventh Grade	37.88	15.36	55.51	12.01
Sample Mean	36.89		51.72	
Study Attitudes				
Seventh Grade	38.11	16.24	57.34	12.64
Ninth Grade	38.65	13.64	54.37	17.34
Eleventh Grade	46.74	17.32	64.57	12.14
Sample Mean	41.17		58.76	
Self Concepts				
Seventh Grade	300.80	35.63	328.17	25.93
Ninth Grade	310.05	26.18	325.54	30.17
Eleventh Grade	325.40	27.18	338.51	33.89
Sample Mean	312.08		330.74	

H_01: There is no significant difference between the means of study habit scores of high achieving migrant students and low achieving students.

The findings on the univariate test for study habits by achievement and grade level appear in Table 4. The ANOVA for the dependent measure, study habits, indicated a main effect on achievement, F (1, 204) = 50.08, $p < .0001$. In addition, 22% of the variance in achievement was accounted for by study habits.

H_02: There are no significant differences among the means of study habit scores of migrant students in grades seven, nine, and eleven.

As shown in Table 4, there was no main effect on study habits by grade level. An F (2, 204) = 3.01, $p > .05$ was obtained.

TABLE 4

ANALYSIS OF VARIANCE DATA USING STUDY HABIT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	11544.04	11544.04	50.08*
Grade Level	2	1387.32	693.66	3.01
(A x G)	2	238.82	119.41	.52
Error	204	47026.68	230.52	

* $p < .0001$.

H_03: There is no significant difference between the means of study attitude scores of high achieving migrant students and low achieving migrant students.

The results of the univariate test on study attitudes by achievement and grade level are contained in Table 5. The analysis of variance indicated a significant achievement effect on study attitudes, F (1, 204) = 71.74, $p < .0001$.

H_04: There are no significant differences among the means of study attitude scores of migrant students in grades seven, nine, and eleven.

As shown in Table 5, there was a significant grade level effect on study attitudes. An F (2, 204) = 7.62, $p < .001$ was obtained.

TABLE 5

ANALYSIS OF VARIANCE DATA USING STUDY ATTITUDE MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	16244.80	16244.80	71.74**
Grade Level	2	3451.66	1725.83	7.62*
(A x G)	2	109.55	54.77	.24
Error	204	46192.74	226.43	

* $p < .001$.
** $p < .0001$.

H_05: There is no significant difference between the means of self concept scores of high achieving migrant students and low achieving migrant students.

The ANOVA results on self concepts by achievement and grade level appear in Table 6. On the self concepts measure there was a significant main effect found for achievement, F (1, 204) = 20.20, $p < .0001$.

H_06: There are no significant differences among the means of self concept scores of migrant students in grades seven, nine, and eleven.

As shown in Table 6, a main effect was obtained on self concepts by grade level. The analysis of variance indicated a significant grade level effect, F (2, 204) = 6.66, $p < .01$.

TABLE 6

ANALYSIS OF VARIANCE DATA USING SELF CONCEPT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	18274.67	18274.67	20.20**
Grade Level	2	12055.40	6027.70	6.66*
(A x G)	2	2042.60	1021.30	1.13
Error	204	184554.28	904.67	

* $p < .01$.

** $p < .0001$.

Post hoc tests utilizing Tukey's individual comparisons test were conducted to explore cell means for each of the dependent measures that were significant. As shown in Table 7, high achievers had significantly higher study habits, study attitudes, and self concepts than low achievers. A grade level effect was not found on study habits. A significant grade level effect was found on study attitudes and self concepts. It indicated that seventh and ninth graders' study attitudes and self concepts were significantly lower than eleventh graders.

TABLE 7

TUKEY'S INDIVIDUAL COMPARISONS

Study Habits	
Achievement	Grade Level
50.08*	3.01
Study Attitudes	
Achievement	Grade Level
71.74*	7.62*
Self Concepts	
Achievement	Grade Level
20.20*	6.66*

* $p < .05$.

A two (low and high achievement) X two (girls and boys) MANOVA on the three dependent measures (study habits, study attitudes, and self concepts) was also performed. The MANOVA results for overall achievement effect for girls were $\underline{F}$ (3, 104) = 13.06, $\underline{p} < .0001$. The significant MANOVA results for overall grade level effect and overall achievement by grade level for girls were both non-significant.

The significant MANOVA results for overall achievement effect for boys were $\underline{F}$ (3, 90) = 10.69, $\underline{p} < .0001$. The significant MANOVA results for overall grade level effect for boys were $\underline{F}$ (6, 178) = 6.09, $\underline{p} < .0001$. Results for overall achievement by grade level for boys were non-significant. The means and standard deviations for study habits, study attitudes, and self concepts by achievement, grade level, and gender are shown in Table 8.

TABLE 8

MEANS AND STANDARD DEVIATIONS OF DEPENDENT MEASURES BY ACHIEVEMENT, GRADE LEVEL, AND GENDER

	Low Achievement				High Achievement			
	Girls		Boys		Girls		Boys	
	M	SD	M	SD	M	SD	M	SD
Study Habits								
Seventh	38.55	17.66	38.00	16.50	53.66	14.82	51.64	16.76
Ninth	38.33	11.72	31.65	12.06	50.52	17.23	40.16	18.36
Eleventh	39.53	14.77	36.65	16.05	56.47	13.03	53.66	10.03
Sample M	38.89		35.43		53.55		48.49	
Study Attitudes								
Seventh	38.77	15.11	37.41	17.80	57.72	11.54	56.94	14.06
Ninth	44.26	12.89	34.45	12.93	59.86	13.67	43.83	19.26
Eleventh	49.40	18.23	44.75	16.79	65.00	13.86	63.75	8.37
Sample M	44.14		38.87		60.86		54.84	
Self Concepts								
Seventh	301.16	44.19	300.41	24.94	329.94	29.05	326.29	22.91
Ninth	317.26	22.01	304.65	28.30	322.78	31.56	330.83	27.84
Eleventh	313.80	27.19	334.10	24.32	332.82	31.42	349.41	37.12
Sample M	310.74		313.05		328.51		335.51	

$H_0$7: There is no significant difference between the means of study habit scores of high achieving migrant students and low achieving migrant students by gender.

The univariate test for girls on the dependent measure, study habits, appear in Table 9. Results indicated a significant main effect for achievement, F (1, 106) = 26.06, $p < .0001$. Study habits accounted for 31% of the variance in girls' achievement.

Table 10 contains information on study habit scores for boys. The finding on the ANOVA for boys indicated a main effect on achievement, F (1, 92) = 18.96, $p < .0001$.

$H_0$8: There are no significant differences among the means of study habit scores of migrant students in grades seven, nine, and eleven by gender.

Tables 9 and 10 contain additional information on the study habits of girls and boys by achievement and grade level. An F (2, 106) = .69, $p > .05$ for girls on study habits by grade level was obtained. For boys an F (2, 92) = 3.16, $p < .05$ on study habits by grade level was obtained.

TABLE 9

ANALYSIS OF VARIANCE DATA USING GIRLS'

STUDY HABIT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	5971.64	5971.64	26.06*
Grade Level	2	316.29	158.14	.69
(A x G)	2	104.48	52.24	.23
Error	106	24290.98	229.16	

* $p < .0001$.

TABLE 10

ANALYSIS OF VARIANCE DATA USING BOYS'

STUDY HABIT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	4397.63	4397.63	18.96**
Grade Level	2	1467.86	733.93	3.16*
(A x G)	2	275.14	137.57	.59
Error	92	21335.31	231.90	

* $p < .05$.

** $p < .0001$.

$H_0$9: There is no significant difference between the means of study attitude scores of high achieving migrant students and low achieving migrant students by gender.

On the dependent measure, study attitudes, for girls there was a main effect. As shown in Table 11, the analysis of variance indicated a significant achievement effect, F (1, 106) = 40.48, $p < .0001$.

For boys on the dependent measure, study attitudes, there was a main effect on achievement. As shown in Table 12, an F (1, 92) = 26.45, $p < .0001$ was obtained.

$H_0$10: There are no significant differences among the means of study attitude scores of migrant students in grades seven, nine, and eleven by gender.

Tables 11 and 12 contain additional information concerning the study attitudes scores of migrant students by achievement, grade level, and gender. The analysis of variance indicated a significant grade level effect for girls, F (2, 106) = 3.58, $p < .05$. The analysis of variance indicated a significant grade level effect for boys, F (2, 92) = 6.58, $p < .01$.

TABLE 11

ANALYSIS OF VARIANCE DATA USING GIRLS'

STUDY ATTITUDE MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	8206.13	8206.13	40.48*
Grade Level	2	1450.43	725.21	3.58*
(A x G)	2	67.24	33.62	.17
Error	106	21485.86	202.69	

* $p < .05$.
** $p < .0001$.

TABLE 12

ANALYSIS OF VARIANCE DATA USING BOYS'

STUDY ATTITUDE MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	6219.96	6219.96	26.45**
Grade Level	2	3095.39	1547.69	6.58*
(A x G)	2	501.38	250.69	1.07
Error	92	21633.67	235.14	

* $p < .01$.
** $p < .0001$.

$H_0$11: There is no significant difference between the means of self concept scores of high achieving migrant students and low achieving migrant students by gender.

Tables 13 and 14 contain information on the self concepts scores for girls and boys by achievement and grade level. On the dependent measure, self concepts, for girls there was a main effect on achievement, F (1, 106) = 8.95, $p < .01$. There was also a main effect on achievement for boys, F (1, 92) = 13.68, $p < .001$.

$H_0$12: There are no significant differences among the means of self concept scores of migrant students in grades seven, nine, and eleven by gender.

As shown in Tables 13 and 14, an F (2, 106) = .56, $p > .05$ was obtained for girls on self concept means by grade level. An F (2, 92) = 10.98, $p < .0001$ for boys' self concept means on grade level was obtained. Self concepts accounted for 28% of the variance in boys' achievement and grade level.

TABLE 13

ANALYSIS OF VARIANCE DATA USING GIRLS'
SELF CONCEPT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	9145.86	9145.86	8.95*
Grade Level	2	1163.26	581.63	.57
(A x G)	2	2468.15	1234.07	1.21
Error	106	108345.99	1022.13	

* $p < .01$.

TABLE 14

ANALYSIS OF VARIANCE DATA USING BOYS'
SELF CONCEPT MEAN SCORES BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	10189.51	10189.51	13.68*
Grade Level	2	16352.95	8176.47	10.98**
(A x G)	2	585.73	292.86	.39
Error	92	68508.58	744.65	

* $p < .001$.

** $p < .0001$.

Post hoc tests were conducted for girls and boys for the dependent measures that were significant. As shown in Table 15, high achieving girls' study habits, study attitudes, and self concepts were statistically higher than low achieving girls. The study attitudes of girls in grades seven and nine were significantly lower than girls in grade eleven. The study habits and self concepts of girls were not affected by grade level.

The study habits, study attitudes, and self concepts of high achieving boys were significantly higher than low achieving boys. Boys' study habits and study attitudes were lowest in grade nine, and their self concepts were significantly lower in grades seven and nine.

TABLE 15

TUKEY'S INDIVIDUAL COMPARISONS FOR GIRLS AND BOYS

Study Habits			
Achievement		Grade Level	
Girls	Boys	Girls	Boys
26.06*	18.96*	.83	3.97*

Study Attitudes			
Achievement		Grade Level	
Girls	Boys	Girls	Boys
40.48*	26.45*	5.12*	6.82*

Self Concepts			
Achievement		Grade Level	
Girls	Boys	Girls	Boys
8.95*	13.68*	.86	9.76*

* $p < .05$.

An analysis of variance was performed on age as a dependent variable by achievement and grade level, and the results are contained in Table 16. The analysis of variance indicated a significant age effect by achievement, F (1, 204) = 9.04, $p < .01$. An F (2, 204) = 326.51, $p < .0001$ for grade level was obtained. The interaction effect was non-significant.

TABLE 16

ANALYSIS OF VARIANCE DATA USING

AGE MEANS BY ACHIEVEMENT AND GRADE LEVEL

Source	Df	SS	MS	F
Achievement	1	7.24	7.24	9.04*
Grade Level	2	523.15	261.57	326.51**
(A x G)	2	.37	.18	.23
Error	204	163.42	.80	

* $p < .01$.
** $p < .0001$.

As shown in Table 17, at grade seven low achievers are three months older on the average than high achievers. At grade nine the difference is five months, and at grade eleven the difference is three months.

TABLE 17

AGE MEANS BY ACHIEVEMENT AND GRADE LEVEL

	Low Achievement	High Achievement
Seventh Grade	13.3	13.0
Ninth Grade	15.6	15.1
Eleventh Grade	17.2	16.9

A four (number of siblings, father's educational level, mother's educational level, and number of schools attended) X two (low and high achievement) MANOVA was conducted on the demographic data. The results were non-significant.

The statistical method of chi square was used to determine if significant differences existed between high and low achievement on the remaining 13 responses on the demographic questionnaire. As shown in Table 18, six of the responses were statistically significant at the .01 level, and two responses were statistically significant at the .05 level.

Achievement by father's occupation yielded a X^2 (1, N = 190) = 6.21, $p < .01$. Seventy-nine percent of the low achievers' fathers were employed in farm labor, but only 62% of the high achievers' fathers were.

Achievement by number of counselor visits yielded a X^2 (5, N = 199) = 10.84, $p < .05$. Thirty percent of the high achievers had made between three to five visits with the counselor, and only 13% of the low achievers indicated making the same number of visits.

Achievement by mobility yielded a X^2 (5, N = 187) = 19.81, $p < .01$. Fifty-five percent of the sample had moved between four or five times in the last year.

However, low achievers were slightly less mobile than high achievers.

Achievement by best subject yielded a X^2 (7, N = 207) = 17.86, $p < .01$. Results indicated that a significantly higher number of low achievers chose physical education as the subject they liked best, and a significantly higher number of high achievers chose social studies. Thirty percent of the sample selected math as the subject they liked best.

Achievement by graduation yielded a X^2 (4, N = 209) = 20.22, $p < .0001$. Ninety-seven percent of the high achievers responded that it was very likely that they would graduate from high school. However, 87% of the entire sample predicted it was very likely that they would graduate from high school.

Achievement by future plans yielded a X^2 (7, N = 209) = 16.92, $p < .05$. Achievement appears to influence the future plans of the migrant students in this study as is evidenced by 48% of the high achievers indicating college as compared with 27% of the low achievers.

Less than 5% of migrant students chose farm labor as the occupation they would like to do to make a living. Fifty percent of low achievers chose blue collar jobs, while 72% of high achievers chose white collar and

professional occupations. Achievement by job aspiration yielded a X^2 (4, N = 202) = 20.48, $p < .01$.

Achievement by job reality yielded a X^2 (4, N = 185) = 39.88, $p < .01$. Nineteen percent of low achievers responded that they would be employed in a white collar or professional occupation but 64% of high achievers responded they would be.

TABLE 18

CHI SQUARE ANALYSIS OF DEMOGRAPHIC QUESTIONNAIRE RESPONSES

Issue	Chi Square
1. Father's occupation	6.21**
2. Mother's occupation	10.52
3. Counselor visits	10.84*
4. Language spoken in home	2.56
5. Mobility	19.81**
6. Subject liked best	17.86**
7. Subject liked least	8.56
8. Talk to parents about school work	5.90
9. Desirability of teachers	4.11
10. Importance of graduation	20.22**
11. Future plans	16.92*
12. Job aspiration	20.48**
13. Job reality	39.88**

* $p < .05$.
** $p < .01$.

Interviews were conducted with 12 students. Two students from the three groups of high achievers, and two students from the three groups of low achievers were interviewed.

Most of the low achieving students liked school for the social opportunities available. They viewed it as a place to be with friends. High achieving students voiced liking school more for academic reasons such as to gain knowledge to go to college or get a job.

In response to reasons for not attending school, all students stated that illness was the only reason for non-attendance. Students named the following people who have helped them when they needed help in school: migrant teacher two times; counselor three times; friends three times; classroom teachers seven times; and siblings one time. One low achieving ninth grader stated that teachers were not helpful.

Math was the subject that most of the students liked best. Language arts (English, reading, and literature) appeared to be the least liked subject.

Getting good grades was rated as important to very important by all but two of the students. The two that did not place much importance on getting good grades were two low achieving ninth graders.

High achieving students appeared less satisfied with the grades they were getting in school than low achieving students. On item 9 all but two students (low achieving ninth graders) stated that it bothered them alot when they did not do as well as they could in school.

On rating themselves in school ability with their close friends three students responded not as well. All of these students were ninth graders. At the seventh and eleventh grade levels responses were evenly divided between the same or better for both low and high achievers.

Five students stated that they did not often talk to their parents about school work; four responded sometimes; and three responded frequently. High achievers appeared to talk to their parents less about school work than did low achievers.

"Very likely" and "definitely" were responses given by eight of the students to the likelihood of their finishing high school. Two low achieving seventh graders and one low achieving ninth grader stated "I think so."

All students placed importance on finishing high school. However, the two low achieving ninth graders' commitment was less emphatic.

Getting a good job and necessary for college were the advantages seen in finishing high school. The unanimous disadvantage given for not finishing high school was not being able to get a good job.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

The results of the multivariate statistical analyses conducted on the data indicated that when secondary migrant students were separated by achievement significant differences on study habits, study attitudes, and self concepts were found. A significant achievement level effect was found on all three dependent measures, and a significant grade level effect was evidenced on study attitudes and self concepts. A significant achievement level effect by gender was found on all three dependent measures. A significant grade level effect by gender was also found on all three dependent measures.

Major Findings

The major findings of the study were reported by: stating the null hypothesis, summarizing the findings, and accepting or rejecting the hypothesis based on the findings.

H_01: There is no significant difference between the means of study habit scores of high achieving migrant students and low achieving migrant students.

The analysis indicated that the study habit scores of high achieving migrant students were significantly higher than those of low achieving students. Based on the analysis, the null hypothesis was rejected.

H_02: There are no significant differences among the means of study habit scores of migrant students in grades seven, nine, and eleven.

The analysis indicated that there were no significant differences among the study habit scores of migrant students by grade level. Based on the analysis, the null hypothesis was accepted.

H_03: There is no significant difference between the means of study attitude scores of high achieving migrant students and low achieving migrant students.

The analysis indicated that the study attitude scores of high achieving migrant students were significantly higher than those of low achieving migrant students. Based on the analysis, the null hypothesis was rejected.

H_04: There are no significant differences among the means of study attitude scores of migrant students in grades seven, nine, and eleven.

The analysis indicated that there were significant differences among study attitude scores of migrant students in grades seven, nine, and eleven. Based on the analysis, the null hypothesis was rejected.

H_05: There is no significant difference between the means of self concept scores of high achieving migrant students and low achieving migrant students.

The analysis indicated that the self concept scores of high achieving migrant students were significantly higher than those of low achieving migrant students. Based on the analysis, the null hypothesis was rejected.

H_06: There are no significant differences among the means of self concept scores of migrant students in grades seven, nine, and eleven.

The analysis indicated that there were significant differences among self concept scores of migrant students in grades seven, nine, and eleven. Based on the analysis, the null hypothesis was rejected.

H_07: There is no significant difference between the means of study habit scores of high achieving migrant students and low achieving migrant students by gender.

The analysis indicated that the study habit scores of high achieving girls and boys were significantly higher than those of low achieving girls and boys. Based on the analysis, the null hypothesis was rejected.

H_08: There are no significant differences among the means of study habit scores of migrant students in grades seven, nine, and eleven by gender.

The analysis indicated that there was an interaction effect for grade level by gender. The group means of girls' study habit scores by grade level were not significantly different. However, the group means for boys' study habits were significantly different. Based on the analysis, the null hypothesis was rejected.

$H_0$9: There is no significant difference between the means of study attitude scores of high achieving migrant students and low achieving migrant students by gender.

The analysis indicated that the study attitude scores of high achieving girls and boys were significantly higher than those of low achieving girls and boys. Based on the analysis, the null hypothesis was rejected.

$H_0$10: There are no significant differences among the means of study attitude scores of migrant students in grades seven, nine, and eleven by gender.

The analysis indicated that the study attitude scores of migrant students by gender in grades seven, nine, and eleven were significantly different. Based on the analysis, the null hypothesis was rejected.

$H_0$11: There is no significant difference between the means of self concept scores of high achieving migrant students and low achieving migrant students by gender.

The analysis indicated that the self concept scores of high achieving girls and boys were significantly higher than those of low achieving girls and boys. Based on the analysis, the null hypothesis was rejected.

$H_0$12: There are no significant differences among the means of self concept scores of migrant students in grades seven, nine, and eleven by gender.

The analysis indicated that there was an interaction effect on self concepts by grade level. The self concept group means for girls were not affected by grade level. However, the group means for boys were affected by grade level. Based on the analysis, the null hypothesis was rejected.

Conclusions

The following conclusions were supported by the study:

(1) High achieving secondary migrant students have significantly higher study habits, study attitudes, and self concepts than low achievers.

(2) The study habits of high and low achieving secondary migrant students were not significantly different by grade level.

(3) High achieving secondary migrant students' study attitudes and self concepts were significantly higher than low achievers by grade level.

(4) High achieving girls and boys have significantly higher study habits, study attitudes, and self concepts than low achieving girls and boys.

(5) High achieving girls' and boys' study habits, study attitudes, and self concepts were significantly higher than low achieving girls and boys by grade level.

Implications

The conclusions indicated that when secondary migrant students were separated by achievement and gender, there were significant differences in their study habits, study attitudes, and self concepts. High achieving girls' and boys' study habits, study attitudes, and self concepts were higher than low achieving girls and boys.

The rationale upon which the study was based was White's (1959) theory of effectance motivation. Effectance motivation deals with the need of individuals to interact with the environment for the purposes of gaining competence. The individual not only gains a sense of competence, through these interactions, but also feelings of efficacy (White, 1959). White further emphasized the importance for children to learn to deal successfully with certain social situations which would, in turn, produce positive affective responses.

High achievement by gender of secondary migrant students appears to positively effect their affective characteristics (study habits, study attitudes, and self concepts) and supports White's theory of effectance or competence motivation.

Study attitudes appeared to influence achievement (30% of variance) more than the other two dependent measures in the study. At grades seven and nine study attitudes were significantly lower. This finding may account for the significant exodus from school of migrant students after the ninth grade (Johnson, 1985; Manuel, 1965).

Migrant students' self concepts were significantly lower at grades seven and nine, but increased in grade eleven. This observation does not agree with Kifer's (1973) work. However, Kifer's research was conducted with students, ages 7 through 12.

Several speculations as to why this phenomenon occurred may be postulated. One is that students with lower self concepts dropout before reaching the higher grades. The instrument used in this study to measure self concepts may have lacked precision. Finally, migrant students' self concepts may be less influenced by grade level than by other variables.

A MANOVA was also performed by gender. It revealed an achievement effect for girls and boys. High achieving girls and boys had higher study habits, study attitudes, and self concepts than low achieving girls and boys.

Boys' study habits, study attitudes, and self concepts were affected by grade level; however, only girls' study attitudes evidenced a grade level effect. Apparently, boys' affective characteristics are influenced more by grade level than girls. Ockerman-Garza (1982) found that the drop out rate for migrant males was slightly higher than for females. This finding may imply that additional emphasis should be placed on the affective domain, especially for boys in early junior high.

The significant statistical analyses on the demographic data provided confirmation of other research findings on migrant students. The overage status of migrant students has been documented by Johnson (1985) and Piaz (1984). Successive grade failures may contribute to a student's decision to drop out of school. The mean discrepancies on age were largest in grade nine; thus, indicating this may be a crucial school grade for a migrant student.

The occupational status of the father appeared to influence student achievement. This finding may

imply that the higher occupational level of the father may positively influence a student's achievement.

The more often a student visits with the counselor also appears to be associated with high achievement. High achievers visited the counselor more often than low achievers. The finding suggests that migrant school districts might find it beneficial to employ migrant counselors. Lynch (1980) suggested strong secondary counseling programs might reduce the early high school drop out rate for migrant students.

Low achievers were less mobile than high achievers. This could result from the fact that many of the students in the sample were classified on the five year migrant status known as settled out migrants.

Both low and high achievers selected math as the subject they liked best, almost 30% of the sample. This could be attributed to the fact that math requires less reading and English skills than other subject areas. More high achievers than expected chose social studies as the subject they liked best, and more low achievers than expected chose physical education as the subject they liked best.

Achievement appears to influence a migrant student's plans to graduate from high school. However, migrant students regardless of achievement level appear to

place a high value on a high school education. This finding agrees with (Miller & Kuvlesky, 1973).

The future plans of migrant students are also associated with achievement. Low achievers future plans indicated that they plan to go directly into the job market; whereas, high achievers elected to attend college.

High achievers' job aspirations appear to be higher than low achievers. Both low achievers' and high achievers' job reality responses indicated that 13% of them felt that they would be employed in a farm labor occupation. Low achievers had a higher discrepancy between job aspiration and job reality than did high achievers; thus, high achievers seemed more confident about attaining upward social mobility.

Interview Analysis

During the interviews, all students regardless of achievement or grade level expressed liking school, and stated illness was the only reason for not attending school. Wenkert (1966) stated that Mexican-American students liking for school was slightly higher than Anglo students.

Classroom teachers, the school counselor, and friends appear to be the people in school that most of the students turned to for help. This finding may

mean that teachers who are trained to be sensitive to the needs of migrant students, the availability of migrant counselors, and peer tutoring programs may be conducive to fostering school retention for secondary migrant students.

The majority of the students considered getting good grades to be important. Some dissatisfaction was expressed by high achievers about the grades they were receiving. Generally, students rated themselves to be comparable in school ability with their close friends.

Communication between students and parents concerning school work was limited. This trend of lack of parental involvement agrees with findings by (Schnur, 1970; Flores, 1984; National Commission on Secondary Schooling for Hispanics, 1984).

All students interviewed felt that they would finish high school, but the overwhelming majority was emphatic about it. The importance of a high school education appeared to be recognized by all students interviewed.

The advantages in finishing high school were seen to be getting a good job or preparation for college. The primary disadvantage in not finishing was being

unable to find a good job. Perhaps, these students view education as the vehicle for upward social mobility.

Summary

Based on the statistically significant analyses, a profile of a potential secondary migrant dropout may be drawn. The student's study habits, study attitudes, and self concepts are significantly lower than high achievers. In grades seven and nine his/her study attitudes are lower, and in grades seven and nine the student has a lower self concept.

For a girl, her study habits, study attitudes, and self concept would be low. Her study attitudes would be particularly low in grades seven and nine.

A boy's study habits, study attitudes, and self concept would be low. His study habits and study attitudes would be lowest in grade nine, and his self concept lower in grades seven and nine.

This student would be approximately three to five months older than his/her classmates; student's father would be employed in farm labor; student would make less than three visits to the counselor each school term; student's mobility level is not extremely high; student prefers non-academic subjects or subjects not requiring reading skills; student is somewhat ambivalent about likelihood of high school graduation; student's

future plans are to directly enter the job market; and student aspires to enter a blue collar or higher status occupation, but in reality indicates this is unlikely.

Conversely, the profile of a successful secondary migrant student may also be drawn. The student's study habits, study attitudes, and self concepts are higher than low achievers. In the eleventh grade his/her study attitudes are highest, and in grades nine and eleven his/her self concepts are highest.

For a girl, her study habits, study attitudes, and self concept would be high. Her study attitudes would be highest in grade eleven.

A boy's study habits, study attitudes, and self concept would be high. A boy's study habits and study attitudes would be highest in grade eleven, and his self concept would be higher in grades nine and eleven.

The student would be approximately 13.0 years old in grade seven, 15.1 years old in grade nine, and 16.9 years old in grade eleven. The student's father would be employed in farm labor or a blue collar occupation; student would make more than three visits to the counselor each school term; student's mobility level may be fairly high; student prefers academic subjects such as social studies and math; student is emphatic about likelihood

of high school graduation; student's future plans are to go to college; and student aspires to enter a professional or white collar occupation, but in reality indicates this may be unlikely.

Recommendations

Based on the findings, it can be inferred that when secondary migrant students are separated by achievement and gender significant differences are found on their study habits, study attitudes, and self concepts. This may suggest that an emphasis on individual and group counseling, especially during grades seven and nine, with high risk students might be beneficial. Administering the SSHA could help in identification of high risk students.

The SSHA is a valuable aid at the high school level for teaching effective study habits and study attitudes. These how-to-study programs could be taught in the early junior high grades in migrant education programs.

Perhaps the finding of greatest practical significance of the study is that educators involved in migrant education should continue to emphasize basic academic achievement for migrant students while encouraging acquistion of positive study habits, study attitudes, and self concepts. The fostering of positive affective

characteristics appears to be particularly crucial in the early junior high years (grades seven and nine).

The availability and accessibility of counselors for migrant students in the junior high grades might be a crucial factor in drop out prevention. Based on the findings of the study, this appears to be especially important for boys.

Considerations for further research involving study attitudes (teacher acceptance and education acceptance) might provide insight into why this variable appears to have such a significant effect on achievement by grade level. Thirty percent of the variance in achievement by grade level was accounted for by study attitudes. Study attitudes of secondary migrant students apparently have a considerable impact on high achievement.

In addition, a longitudinal study of high and low achieving migrant students could further identify the effects of achievement and grade level on migrant students' study habits, study attitudes, and self concepts. Research involving students at the elementary level would also be beneficial. At this level, there would be less likelihood of students dropping out of school, and the results might prove to be more valid.

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APPENDIX A

Consent Form

CONSENT FORM

I,_____, Superintendent of Schools, voluntarily consent to the participation of my school district in this study regarding the influence of school achievement on study habits, study attitudes, and self concepts of secondary migrant students. Students will be asked to complete a demographic questionnaire and to take two paper and pencil tests, the Survey of Study Habits and Attitudes (SSHA) and the Tennessee Self Concept Scale (TSCS).

By signing this consent form I have not waived any legal rights. Furthermore, the school district may revoke its consent and withdraw from the study at any time.

The tests administered to the students will be treated as confidential and will receive a code number so they will remain anonymous when filed. In no case will any use of these tests be made other than their application to experimental analysis.

_____
(Superintendent's signature)

_____
(Date signed)

APPENDIX B

Questionnaire

QUESTIONNAIRE

Directions: Please fill in or check the correct blank(s).

1. What is your name?_____
2. What is your sex? male_____female_____
3. How old are you?_____
4. What grade in school are you?_____
5. How many brothers and/or sisters do you have?____
6. What does your father do for a living?_____
7. What does your mother do for a living?_____
8. What was the last grade in school your father completed?
   Completed grade 1 2 3 4 5 6 7 8 9 10 11 12
   1 2 3 4 years of college
9. What was the last grade in school your mother completed?
   Completed grade 1 2 3 4 5 6 7 8 9 10 11 12
   1 2 3 4 years of college
10. Is there a counselor in your school? Yes_____, No_____
11. How many times have you visited with the counselor in the last year? 1 time_____,2 times_____,3 times _____,4 times_____,5 times_____
12. What language is spoken most in your home? Spanish _____,English_____,Other_____
13. Have you changed schools in the last year? Yes _____,No_____ 2 years_____,3 years____,4 years _____,5 years_____?
14. How many schools other than this one have you attended? _____
15. What subject do you like best in school?_____ _____
16. What subject do you like least in school?_____ _____

17. How often do you talk to your parents about school work? Very frequently_____,Frequently_____,Sometimes _____,Rarely_____,Not at all_____

18. Do you like your teachers? Very much_____,Somewhat _____,Not very much_____,Not at all_____

19. Do you plan to graduate from high school? Very likely_____,Somewhat likely_____,Somewhat unlikely _____,Very unlikely_____

20. What are your future plans? Marriage_____,Job _____,College_____,Vocational school_____,Armed Services_____,Other_____

21. What kind of job would you <u>like</u> to do to make a living?_____

22. What kind of job do you think you <u>will</u> do to make a living?_____

APPENDIX C

Survey of Study Habits and Attitudes (SSHA)

THE PSYCHOLOGICAL CORPORATION
7500 Old Oak Boulevard, Cleveland, Ohio 44130 (216)234-5300

July 27, 1984

Ms. DeDe Graham
Assistant Superintendent
Snyder Public Schools
P.O. Box 368
Snyder, Oklahoma 73566

Dear Ms. Graham:

Thank you for your letter of July 13 in which you request permission to include a copy of the Survey of Study Habits and Attitudes (SSHA) in your dissertation.

We can understand your wish to include a copy of the SSHA with your dissertation. If any member of your faculty committee who must read your work is not already acquainted with the SSHA there is no objection to your providing a published copy of the instrument itself and/or manual along with a copy of the SSHA for reading.

There is general agreement, however, that actual copies or portions of tests should not be bound in, nor permanently filed with theses or dissertations. Professors who are advisors have concurred in the belief that it is unwise to place test copies in libraries--even within the bindings of a thesis or dissertation--where the public can have free and unsupervised access to them. Beyond this, many theses and dissertations now are available through university microfilms which does not restrict their availability to professional persons. Any professional person who reads the dissertation would know how to gain access to the tests used if s/he wants and needs to do so.

We are sorry that we are unable to give you the permission you request, but we are certain you understand the reasons why it is undesirable to make test content generally available.

Sincerely,

Karen Kray, Supervisor
Rights and Permissions
Harcourt Brace Jovanovich, Publishers

APPENDIX D

Tennessee Self Concept Scale (TSCS)

TENNESSEE SELF CONCEPT SCALE

INSTRUCTIONS

On the top line of the separate answer sheet, fill in your name and the other information except for the time information in the last three boxes. You will fill in these boxes later. Write only on the answer sheet. Do not put any marks in this booklet.

The statements in this booklet are to help you describe yourself as you see yourself. Please respond to them as if you were describing yourself to yourself. Do not omit any item. Read each statement carefully, then select one of the five responses listed below. On your answer sheet, put a circle around the response you chose. If you want to change an answer after you have circled it, do nt erase it but put an X mark through the response and then circle the response you want.

When you are ready to start, find the box on your answer sheet marked time started and record the time. When you are finished, record the time finished in the box on your answer sheet marked time finished.

As you start, be sure that your answer sheet and this booklet are lined up evenly so that the item numbers match each other.

Remember, put a circle around the response number you have chosen for each statement.

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

You will find these response numbers repeated at the top of each page to help you remember them.

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Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
1.	I have a healthy body	1
3.	I am an attractive person	3
5.	I consider myself a sloppy person	5
19.	I am a decent sort of person	19
21.	I am an honest person	21
23.	I am a bad person	23
37.	I am a cheerful person	37
39.	I am a calm and easygoing person	39
41.	I am a nobody	41
55.	I have a family that would always help me in any kind of trouble	55
57.	I am a member of a happy family	57
59.	My friends have no confidence in me	59
73.	I am a friendly person	73
75.	I am popular with men	75
77.	I am not interested in what other people do	77
91.	I do not always tell the truth	91
93.	I get angry sometimes	93

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
2.	I like to look nice and neat all the time....	2
4.	I am full of aches and pains.....	4
6.	I am a sick person.....	6
20.	I am a religious person.....	20
22.	I am a moral failure.....	22
24.	I am a morally weak person.....	24
38.	I have a lot of self control.....	38
40.	I am a hateful person.....	40
42.	I am losing my mind.....	42
56.	I am an important person to my friends and family.....	56
58.	I am not loved by my family.....	58
60.	I feel that my family doesn't trust me.....	60
74.	I am popular with women.....	74
76.	I am mad at the whole world.....	76
78.	I am hard to be friendly with.....	78
92.	Once in a while I think of things too bad to talk about.....	92
94.	Sometimes, when I am not feeling well, I am cross.....	94

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
7.	I am neither too fat nor too thin.....	7
9.	I like my looks just the way they are.....	9
11.	I would like to change some parts of my body..	11
25.	I am satisfied with my moral behavior.....	25
27.	I am satisfied with my relationship to God....	27
29.	I ought to go to church more.....	29
43.	I am satisfied to be just what I am.....	43
45.	I am just as nice as I should be.....	45
47.	I despise myself.....	47
61.	I am satisfied with my family relationships...	61
63.	I understand my family as well as I should....	63
65.	I should trust my family more.....	65
79.	I am as sociable as I want to be.....	79
81.	I try to please others, but don't overdo it...	81
83.	I am no good at all from a social standpoint..	83
95.	I do not like everyone I know.....	95
97.	Once in a while, I laugh at a dirty joke.....	97

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
8.	I am neither too tall nor too short.....	8
10.	I don't feel as well as I should.....	10
12.	I should have more sex appeal.....	12
26.	I am as religious as I want to be.....	26
28.	I wish I could be more trustworthy.....	28
30.	I shouldn't tell so many lies.....	30
44.	I am as smart as I want to be.....	44
46.	I am not the person I would like to be.....	46
48.	I wish I didn't give up as easily as I do....	48
62.	I treat my parents as well as I should (Use past tense if parents are not living)...	62
64.	I am too sensitive to things my family says..	64
66.	I should love my family more.....	66
80.	I am satisfied with the way I treat other people.....	80
82.	I should be more polite to others.....	82
84.	I ought to get along better with other people.....	84
86.	I gossip a little at times.....	96
98.	At times I feel like swearing.....	98

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
13.	I take good care of myself physically.....	13
15.	I try to be careful about my appearance.....	15
17.	I often act like I am "all thumbs".....	17
31.	I am true to my religion in my everyday life.	31
33.	I try to change when I know I'm doing things that are wrong.....	33
35.	I sometimes do very bad things.....	35
49.	I can always take care of myself in any situation.....	49
51.	I take the blame for things without getting mad.....	51
53.	I do things without thinking about them first.....	53
67.	I try to play fair with my friends and family.....	67
69.	I take a real interest in my family.....	69
71.	I give in to my parents (Use past tense if parents are not living).....	71
85.	I try to understand the other fellow's point of view.....	85
87.	I get along well with other people.....	87
89.	I do not forgive others easily.....	89
99.	I would rather win than lose in a game.....	99

Completely False	Mostly False	Partly False and Partly True	Mostly True	Completely True
1	2	3	4	5

		Item No.
14.	I feel good most of the time	14
16.	I do poorly in sports and games	16
18.	I am a poor sleeper	18
32.	I do what is right most of the time	32
34.	I sometimes use unfair means to get ahead	34
36.	I have trouble doing the things that are right	36
50.	I solve my problems quite easily	50
52.	I change my mind a lot	52
54.	I try to run away from my problems	54
68.	I do my share of work at home	68
70.	I quarrel with my family	70
72.	I do not act like my family thinks I should	72
86.	I see good points in all the people I meet	86
88.	I do not feel at ease with other people	88
90.	I find it hard to talk with strangers	90
100.	Once in a while I put off until tomorrow what I ought to do today	100

APPENDIX E

Interview

INTERVIEW

Student Number_____

1. How do you feel about school? (To set parameters)

_____

_____

_____

2. What specifically do you like about going to school?

_____

_____

_____

3. Have there been any times when you did not attend school? (Probe for reasons)

_____

_____

_____

4. Who in the school has helped you if you needed help?

_____

_____

_____

5. What subjects in school do you like most?

_____

_____

_____

6. What subjects in school do you like least?

_____

_____

_____

7. How important is it for you to get good grades in school?

_____

_____

_____

8. How satisfied are you with the grades you have been getting in school?

_____

_____

_____

9. How much does it bother you if you do not do as well in school as you know you can?

_____

_____

_____

10. How do you rate yourself in school ability compared with your close friends?

_____

_____

_____

11. How often do you talk to your parents about school work? (Probe)

_____

_____

_____

12. How likely is it that you will finish high school?

_____

_____

_____

13. How important is it for you to finish high school?

_____

_____

_____

14. What advantages do you see in finishing high school?

_____

_____

_____

15. What disadvantages do you see from not finishing high school?

_____

_____

_____